

## Culturally Responsive Pedagogy and Curriculum

### Strategy:

Developing knowledge and awareness of effective leadership for school programs serving American Indian students from a balanced perspective that addresses both Western and Native approaches to educational leadership.

### Goals:

Learners will identify the major concepts that define leadership from a Diné education philosophy of leadership in comparison to prevailing Western models of leadership development.

Learners will identify and respond to cultural differences that impact the effectiveness of leadership practices from Western and Native paradigms.

### Summary:

Western thought and models of leadership emphasize innovation and responsiveness to current realities, while Native epistemologies focus on social responsibility and harmony across an organization. The duality of concepts found in traditional Native American practices celebrate the necessary balance between male perspectives of Father Sky that promote “protection way” action in alignment with the female perspectives of Mother Earth that facilitates “blessing way” actions. Native American philosophy is based on the results of thought and feeling that are expressed through values, beliefs, norms, culture, and language. Learners will practice the four components of the Diné philosophy of education that include Nitsáhákees, Nahat’á, Iiná, and Sihasin.

### Materials:

Begaye, T. (2006). Defining the context and understanding behind language and culture in native communities. In Beaulieu, D. & Figueira, A. M. (Eds.). *The power of native teachers: Language and culture in the classroom*. Arizona State University: Center for Indian Education.

Center for Indian Education. (2002). *A handbook for teachers of Navajo children: Training for all teachers*. Arizona State University: Author.

Office of Diné Culture, Language & Community Services.(2001). *Navajo Nation education standards with Navajo Specifics*. Window Rock, AZ: Author.

Office of Diné Culture, Language & Community Services. (2001). *T’áá Shá Bik’ehgo Diné Bi Ná nitin dóó lhoo’ah*. Window Rock, AZ: Author.

**Activities:**

Icebreaker and context setting: arrange the classroom so that everyone has a front row seat.

Thinking (Nitsáhákees) Learners are requested to introduce themselves from both professional identity and family background (clans, mother, father, etc.).

Planning (Nahat'á) Learners will discuss the tenets of educational leadership from the perspectives on a continuum from duality, hozho, harmony, balance, compromise, to negotiate.

Doing (Iiná) Learners will identify an existing leadership practice for conflict resolution that aligns with Western thought and model a promising practice from Native thought that provides an alternative to resolve conflict.

Reflecting (Sihasin) Learners will identify the attitudes, knowledge, skills, and values that guide the specific practices that implemented.

**Important Concepts:**

Culture

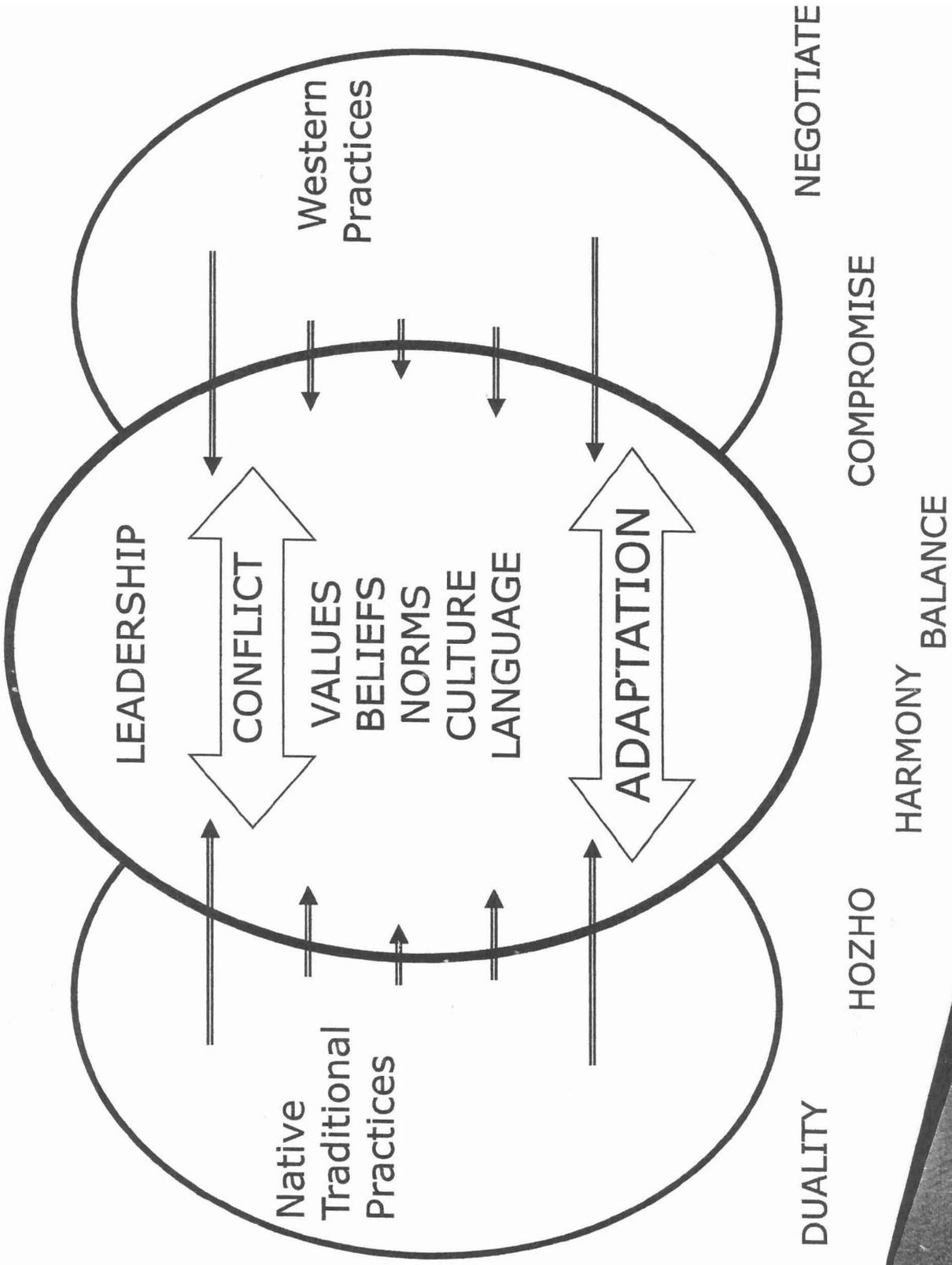
Language

Identity

Balance between Western and Native Ideologies

Culturally Responsive Leadership

# A Model for Native Leadership



# Diné Education Philosophy

